**III. Implementation Plan**

Commitment to sustainability through use of district facilitator – The TRC project will employ a .5 FTE Facilitator who will be responsible for all duties of the project facilitator as outlined by KSDE. All project activities will be aimed toward the goal of firmly establishing the TRC project at Franklin so it can not only continue, but also continue to grow as the core of culture change for the entire school.

Description of Facilitator experience and qualifications – The facilitator will be Jenny Gridley who currently serves WPS as the grant facilitator for a Phase 7 and Phase 8e TRC grant. She has served as Grant Facilitator on 5 TRC projects. She is a certified TRC trainer and brings a wealth of knowledge, experience and skill into the project.

She earned her B. S. in Elementary Education, an M.S. degree in Curriculum and Instruction, and an ESL endorsement from Wichita State University. Jenny is currently completing her eleventh year in education and has taught elementary school for six of those years. She brings not only practical classroom expertise but a deep knowledge and practiced ability with technology and technology integration that can be shared with the Technology Rich Classroom teachers and the entire school community. As the grant facilitator, she lends an especially practical perspective to the project and work of the Technology Rich Classroom Leadership team. “As a former classroom teacher and grant facilitator for five previous Technology Rich Classroom grants, I know many effective strategies for implementing technology in the classroom and am excited to share them with the participating teachers. I have the ability and enthusiasm to help them grow as teachers and individuals. I am excited for the opportunity to participate on both the Leadership and Implementation teams to support this project.”

How facilitator will provide professional learning opportunities, technology leadership, classroom-level support and job-embedded professional development for teachers –

Ms Gridley will work with the participating teachers 2 ½ days a week. . During the reoccurring professional development and/or weekly meetings with each teacher, the facilitator will provide that just in time learning that is needed for effective learning. Teachers will have the ability and tools to make a direct connection between theory and practice within the core content areas and technology integration. The facilitator will support teachers at the classroom-level by providing modeling of technology and/or content area instruction. She will also be there as a safety net when the teachers try new forms of instruction (project-based learning as well as technology integration). Ms. Gridley will periodically correspond with district leadership to keep them aware of the progress of the project.

Estimation of Facilitator Weekly Schedule: The facilitator has 5 years of experience with implementation of TRC grants and has found the following schedule to be effective in providing .5 FTE to the successful implementation of the project.

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
|  | *Monday* | *Tuesday* | *Wednesday* | *Thursday* | *Friday* |
| *AM* | *4 hrs in teacher 1 classroom (helping support teacher; model; research; work with students)* | *4 hrs in teacher 3 classroom (helping support teacher; model; research; work with students)* | *4hrs on other FTE* | *4hrs of administrative work* | *4hrs on other FTE* |
| *PM* | *4 hrs in teacher 2 classroom (helping support teacher; model; research; work with students)* | *4 hrs in teacher 4 classroom (helping support teacher; model; research; work with students)* | *4hrs on other FTE* | *4hrs on other FTE* | *4hrs on other FTE* |

OR - OR - OR (recommended)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Day of the Week: | Monday | Tuesday | Wednesday | Thursday | Friday |
| Teacher A | *AM 4 hrs in teacher classroom (helping support teacher; model; research; work with students)* |  |  |  |  |
| Teacher B | *PM 4 hrs in teacher classroom (helping support teacher; model; research; work with students)* |  |  |  |  |
| Teacher C |  | *AM 4 hrs in teacher classroom (helping support teacher; model; research; work with students)* |  |  |  |
| Teacher D |  | *PM 4 hrs in teacher classroom (helping support teacher; model; research; work with students* |  |  |  |
| Grant Administration |  |  |  | X |  |
| Other Job Position  (if applicable) |  |  | Grant Facilitator Phase 8 | Grant Facilitator Phase 8  ½ day | Grant Facilitator Phase 8 |

Total number of participating classroom teachers (Note: all teachers are assigned to Franklin)

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| School: | Teacher Name: | Grade Level: | Content Area: | Email: | Phone: |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
|  |  |  |  |  |  |

Narrative description of intended professional learning days

Professional Development for the teachers involved in the TRC grant will be essential to its success and its ability to make the vision a reality. With the incredible amount of information on technology in education, constructivism, and other topics, self teaching is impractical as an already overworked teacher soon becomes overwhelmed and confused with even the results of a basic Google search. It is important to have a facilitator who can provide learning in manageable portions at relevant times that can be easily and effectively implemented. Having an experienced TRC facilitator to fill that role will assure that the teachers have the knowledge and opportunities to succeed. With that success behind them, they will be eager to take the new knowledge to the classroom and beyond.

When implementing the TRC grant, the professional learning days will be used to address the mission of Franklin Elementary. Franklins mission is to improve student achievement by creating a safe atmosphere that nurtures talent, education, responsibility to self and others, pride in school and community, respect of others, and independence in a diverse environment. By providing professional development that is rigorous and relevant, has a student-centered focus and embedded with 21st century skills, the teachers will make the vision a reality.

Training Plan for professional learning days

|  |  |  |
| --- | --- | --- |
| Date | Time | Description |
| Aug. | 2 hrs | Preparing equipment for classrooms/discuss management plans |
| Sept. | 7.5 hrs | Grant Review; Project-Based Learning & Higher Order Thinking Skills review |
| Nov | 7.5 hrs | Preparing for the State Assessments through Project Based Teaching |
| Dec | 7.5 hrs | Web 2.0 Tools in the Reading Classroom |
| Jan | 7.5 hrs | Digital Storytelling using Web-based tools |
| April | 7.5 hrs | Celebration Preparation |
| May | 7.5 hrs | Collaborative Projects |